



## ACCESSIBILITY PLAN

Author/reviewer responsible:	AWT	Last amended:	Sep 2016
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### Time-frame

This accessibility plan is a three-year plan covering the academic years September 2015 to September 2018.

### Aims of this plan

The School acknowledges its duty towards boys, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned the School acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001, Schedule 10 of the Equality Act 2010, and the SEND code 2014.

The School recognises that disabilities vary in their severity. A pupil may have a severe physical impediment (temporary or otherwise) to his movement, for instance, or he may have partial sight or hearing.

The aim of the accessibility plan is to increase the extent to which disabled pupils can participate in the curriculum by:

- making physical adjustments to the School to make the education provided more accessible to a disabled pupil;
- improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

### Registering and assessing a disability

The School is selective and admission depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils. Extra-curricular activities are an important aspect of school life. The school asks parents to complete the registration form and to disclose whether their child has a disability, special educational need or medical condition. This information is updated at the beginning of each term. In assessing any pupil, or prospective pupil, the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

### Making reasonable adjustments

The School is committed to making reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at the School and to satisfy the admissions criteria outlined above. Where



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the School agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.

### **Special educational needs provision**

The School operates a Special Educational Needs (SEN) department. Where boys have SEN, the Special Educational Needs Coordinator (SENCO) produces an Individual Education Plan (IEP) in consultation with an educational psychologist and parents. The SENCO provides support and guidance for staff to enable them to deliver the curriculum in as accessible manner as possible to all students, regardless of any disabilities.

### **School Chaplain**

The School is served by a chaplain from the London Oratory. The chaplain listens to any boy who feels he requires independent counsel. The chaplain seeks to guide the boy to make wise choices to help him deal with any difficulty he might be facing, and helps him use his faith to this end.

### **School Counsellor**

The School employs a counsellor from an external organisation. The counsellor's services are offered to those boys who are deemed to be in need of an independent listener, and the counsellor seeks to give those boys coping strategies to help them confront the difficulty that they are facing and to continue to thrive in the School environment.

### **Background to the accessibility plan**

- The main School building covers six floors. It does not have a lift. Boys move between classrooms and other parts of the school via the staircase.
- There is a garden to the rear of the school and the school has access to and use of it.
- The school entrance faces onto Wetherby Place – there are four steps from the pavement to the front door in keeping with other houses on the row.

A pupil with restricted mobility is likely to be put at a disadvantage by the school's layout, and a pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the School offers. Wherever practicable, in line with the disability policy, the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the School.



**Accessibility plan**

The School will review this plan on an annual basis to monitor and evaluate: the effectiveness of action taken; relevant targets; responses to any further legislative changes.

**Increasing the extent to which disabled pupils can participate in the school curriculum**

Where physical access to the site is difficult for a prospective pupil, the School recognizes the need to be proactive in enabling such access. Accordingly pupils with relevant disabilities will, where practical, be: placed in a classroom that is most convenient for physical access; prioritised in the writing of the timetable with regard to accessible rooms and lesson allocations wherever possible.

Where a boy may be disadvantaged because of a medical condition, the School will put in place reasonable adjustments to its timetable to accommodate the needs of that boy. The School recognises that medical conditions may affect a pupil's access to extra-curricular activities – such as games, after-school clubs or school trips – and will make adjustments to the provision of such activities wherever practical.

**Improving the physical environment of the School**

The School undertakes an annual fire safety risk assessment and updates the School's fire evacuation plan regularly. The School aims to make newly-constructed buildings fully accessible to disabled pupils. All new equipment purchased for teaching will be considered as to the suitability of its use by such pupils in a better way than the existing equipment it replaces.

Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.

<b>Short term 2016-2017</b>	<b>Medium term 2017-2018</b>	<b>Long term 2018-2019 &gt;&gt;</b>
Provide extra games tuition to those with significant medical needs	Provide extra games tuition to those with significant medical needs	Provide extra games tuition to those with significant medical needs
Improve signage throughout the School, considering height, clarity and layout	Improve projectors across School to provide HD whiteboards	Improve staircases to create extra room
Improve lighting and throughout the school	Improve lighting and throughout the school	Improve lighting and throughout the school



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Install larger computer screens for office staff	Improve flooring where necessary	
Continue to review EAL provision to ensure pupils participate fully in language work		
Provide safe access to ICT equipment for dyspraxic pupils or pupils with processing issues.		
Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips		
Monitor provision for pupils with disabilities for some areas of PE and Games		
Review project work in practical subjects (e.g. Design and Technology and Art) to ensure pupils with difficulties are properly catered for		
Investigate alternative forms of written materials for visually impaired pupils		